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ABSTRACT

The practicum was designed to increase the organizational skills of four emotionally handicapped students (aged 13-14) enrolled in a secondary school program, and to increase the quantity and quality of homework completed by those students in a regular English class. A needs survey documented that students, parents, and teachers felt that development of organizational skills was needed. Teachers indicated that disorganization of the students' notebooks caused problems in locating assignment sheets, study materials, and completed work. The students indicated that they wanted to learn to manage their time better. The practicum involved having the students purchase a folder for each course and instructing them in proper organization of these folders. The students also completed time charts daily and reviewed them with the teacher. At the conclusion of the intervention period, students reported that they were able to manage their time better and to complete tasks properly and expeditiously. Teachers reported a significant improvement in the quantity and quality of assignments completed. Improvement in folder organization was slow, but consistent. (JDD)

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Increasing Organizational Skills and Homework Productivity

With Ninth Grade Emotionally Handicapped and Regular Students

by

Barry W. Birnbaum

Cluster 30

A Practicum I Report
presented to the Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements for the Degree of
Doctor of Education

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The author wishes to acknowledge the assistance of Dr. Polly Peterson. Dr. Peterson mentored this project from its inception through the final approval. Not only did Dr. Peterson positively analyze this paper, she also served as a strong motivating force behind this practicum's success. For this, the author thanks her deeply.

This practicum is dedicated to the memory of my parents.

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ABSTRACT

Increasing Organizational Skills and Homework Productivity with Ninth Grade Emotionally Handicapped and Regular Students. Birnbaum, Barry W., 1989: Practicum Report, Nova University Ed.D. Program in Early and Middle Childhood. Descriptors: Behavior Modification/ Contingency Management/ Emotionally Handicapped/Special Education/ Homework/Homework Productivity/Motivation/ Organization/Organizational Skills/ Reinforcement/Secondary Education.

This practicum was designed to increase the organizational skills of emotionally handicapped students enrolled in a secondary school program as well as to increase the quantity and quality of homework completed by students in a regular English class at the secondary level.Organizational skills were improved in both academic performance and time management.

The writer developed and administered a needs survey which documented if students, parents and teachers felt that a discrepancy in this area existed. A mid-point test and final test were developed to assure that the skills being taught in this study were appropriately mastered.
The results of this practicum indicated that most of the objectives were successfully met. Analysis of the data revealed that students achieved the objectives at a more accelerated rate than was originally planned. Teachers reported that success in other classes continued to increase and that the students had developed a more positive attitude toward school and homework.

The regular students were completing homework assignments in a timely manner and were improving their overall academic performance at the end of this practicum. The students enrolled in the program for the emotionally handicapped were earning higher scores on tests and assignments because they were more able to locate and identify important materials.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The community for this study consisted of an upper middle class population. Many students were enrolled in private school and parents were mostly college educated and most were employed as professionally skilled workers. Many of the parents were directly connected with a university located in the center of town and these parents were directly involved in their children's education. Most parents were available to assist in their children's program and were eager to attend meetings and staffings involving the planning of appropriate educational decisions made for their youngsters.

The population selected for this study consisted of four Emotionally Handicapped students ranging in age from 13 to 14. Three of the students are Caucasian and one is Black All four are male and were enrolled in the Emotionally Handicapped (E.H.) program for one period of fifty minutes daily where they received instruction in Social/Personal skills. They were enrolled in regular level classes for the remainder of their school day. These students attended a public four year high school located in the southern area

af the county. The facility serviced a total of 1,625 students and employed 102 certified personnel, and 16 instructional aides who assisted in academic planning. Three of the students were from middle-class backgrounds and were able to purchase their own lunch. One student, however, was enrolled in the free lunch program and his family received public assistance in meeting their living requirements. Three students had both a mother and father living in the home, while one student lived with his mother and step-father. He did see his natural father, who lives in a northern state. The students' social/personal behavior was inappropriate for their age and grade based on results from the Myklebust Inventory of Social/Personal Behavior. The mean I.Q. score of these individuals was 139 and they were placed in this exceptional student education program because of poor social and organizational skills. Their academic performance based on standardized tests indicated a high positive correlation between their I.Q. scores and their norm-referenced standard scores. It is important to note, however, that classroom performance was significantly lower than was indicated on the other measures. The mean I.Q. for this group is exceptionally for high students placed in this type of program. Although many educators may consider this I.Q. score to be in the gifted range, these students were selected for placement in the

E.H. class because of the difficulty they had relating to peers and socializing with others in an age-appropriate manner. The parents acknowledged that their children could benefit from a class that identified ways to improve social and personal abilities. The students qualified for placement in this class based on the previously mentioned test results.

Another segment of the population for this study included 32 students enrolled in a regular English I class who ranged in age from 13-14 years. These students included 18 males and 14 females. Current I.Q. scores on these students were not presently available, however, the decision to place them a regular level class was made by the eighth grade teachers at their respective middle schools. These students were enrolled in all regular level classes and did not receive any exceptional student education services. One boy, however, was dismissed from S.L.D. Language Arts last year. His progress was being monitored by the writer of this practicum.

Twenty-eight of these students lived with both parents, while 3 lived with their mothers and one was residing with foster parents. Many of these students came from upper middle class backgrounds and none needed public assistance.

Writer's Work Setting and Role

For twelve-years, the writer taught children who were identified as eligible for special education placement. The writer taught classes at the elementary, middle and secondary levels. The writer was certified in Emotionally Handicapped, Specific Learning Disabilities as well as Mental Retardation, English and Speech. In addition to working with special populations, the author taught regular English and communications classes, as well as developing and implementing drama therapy curriculum to students with severe emotional problems. The writer was also completing requirements for a Doctor of Education degree in Early and Middle Childhood.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Organizational skills for all students, including the E.H. population, are tantamount for their academic success. Many of the students had never learned how to organize their time or complete their homework assignments. It was found that academic success related to organizational skills and time management since these components were necessary in preparing assignments and reviewing for tests.

The first skill the E.H. students lacked was the ability to organize their time at home and school. Most did not understand the process of organizing notes in chronological order or how to locate assignments from their notebooks. Also, many students never allocated specific time for completing homework in a prompt manner and had never learned to utilize school study time as a method for reviewing material for class tests or perusing a chapter in a subject where a test had been scheduled.

In addition to these problems, the students were

unable to locate homework that had been completed because their notebooks were in disarray. It was apparent that the lack of organizational skills was one reason for the poor performance. Since homework was a significant portion of the quarterly grade, the students' report cards reflected a lower average than the students were capable of earning. Several of these students had been involved in an E.H. setting for most of their academic lives. The previous teachers addressed other important skills and did not allocate a great deal of time to organizational skills. Those students who had gained some knowledge of organization did not continue to implement the steps necessary for long term retention.

Many students enrolled in the regular English program were better organized; however, they did not complete homework assignments. Many of the semester grades were lower than expected since homework was an integral part of the class requirement. Past attempts to improve homework productivity had not examined the reasons why students selected to not complete homework. Strategies toward academic success had not included homework as an element of academic responsibility for the student.

The E.H. students were never taught the necessary organizational skills related to time management and notebook sequencing as part of their curriculum. The

regular English students did not complete homework regularly and promptly because they did not view it as a component of the full academic program for success. Without gaining success in either of these areas, the students continued to perform at a level lower than their actual abilities. It was important, therefore, to design a program that would address these areas and develop the necessary skills.

Problem Documentation

The E.H. students indicated frustration at their inability to earn higher grades. In class discussion they expressed concern over their inability to plan effectively both at home and at school. Based on a needs survey presented to the class, the students indicated that learning to complete assignments in an orderly way was a top priority they would like to develop through the Social/Personal class. They also indicated that they would like to learn how to budget their time at home in a more effective manner. This same group stated that improving their academic performance in class at the end of the grading period would be an important goal for them to achieve (see Appendix A).

Each teacher who worked with these students the rest of the school day indicated that notebooks were required as part of the class objectives. Based on results of a survey, the classroom instructors indicated that assignment sheets, grade charts, handouts and completed work were to be placed in the notebook in a specific order. Several of these instructors distributed a list of requirements necessary to receive a satisfactory notebook grade. These teachers also indicated that many of the E.H. students failed to complete their notebooks in an acceptable manner. Consequently, the quarter grade reported was lower since the notebook had not been completed satisfactorily (see Appendix B).

Parents completing a questionnaire stated that there were numerous times when their children began completing homework late in the evening and rushed through the assignment without giving consideration to accuracy or quality. These parents also stated that they could not give a reason as to why their children desisted in completing the work and did not begin working either when first coming home from school or finishing supper (see Appendix C).

The regular English students stated on a separate questionnaire that they chose to devote time to class participation and test preparation rather than homework. The students felt that they could earn sufficient points

for an acceptable grade without completing homework. It was also found that students would rather participate in outdoor activities at the risk of lowered academic performance, if homework was directly related to the cause of the lowered grade (see Appendix D).

The students also indicated that the teachers expected them to complete large amounts of homework within a short period of time. This was the most common reason given for not completing homework assignments. The students also reported that parental pressure affected the children's attitudes negatively. When parents placed pressure on their children to do homework, the students stated that they would feel less willing to complete their assignments satisfactorily. Although a parent survey was not developed for this class, a record of phone conversations made to parents was kept. The date of the call, reason and outcome of the conversation was documented. Parents expressed concern and frustration about how to handle this problem. Many said the situation existed throughout previous years and that suspending privileges only improved homework productivity for a brief time. Interestingly, 80% of the calls made during the first semester related to low homework performance and the effect on students' grades (see Appendix E).

Causative Analysis

After reviewing curriculum guides and specific course objectives, it was found that organizational skills were not included in the teaching process as far back as the elementary level. Students had not learned to organize material in an appropriate manner or they had minimal assistance from past instructors. There was no mention in the E.H. curriculum that identified specific objectives for organizational skills until the students reached the secondary level and were enrolled in the Social/Personal class.

Although materials were available for review and instruction, most teachers were too involved addressing minimum competency skills in the various content areas and gave little instruction in the organizational realm. Hence, the students had never been given specific training or remediation in learning effective organization.

The regular English students had a similar reason for not understanding the importance of homework. Teachers were again required to meet minimum competencies in their classrooms and tested these competencies in a formal situation and not using homework as a reinforcement or practice tool. Since it was possible to pass the class without doing all the required homework assignments, some

students were willing to accept this grade rather than strive for a higher one. Since homework quantity was given as a cause of poor productivity, it was necessary to identify an acceptable level of quantity and quality.

As schools become more accountable for performance, educators must find ways to improve academic performance from both a productivity and organizational standpoint. When educators accept and understand the reasons for students' poor school performance, they will be able to more directly impact success in the schools.

Relationship of the Problem to the Literature

Organizational skills have been reported to be lacking among students who have been enrolled in exceptional student education programs in recent years. Chervin (1986) found that a group of students involved in a unique educational curriculum that incorporated social and emotional components lacked basic organizational strategies for time management and assembly of notebook materials. These students did not possess the slightest notion of how to begin identifying strategies to assist them in learning to implement an effective plan in organizational training. Castenell (1983) identified that achievement patterns in early years related directly and positively to achievement motivation for improving skills incorporated with effective organization. This study also indicated that children from various races and students who had been placed in special programs were less motivated to achieve. Furthermore, students may have never been aware that organization is occurring within their environment constantly. Dweck and Goetz (1978) found that many students placed in special programs have developed a learned helplessness throughout their lives. These children may have been dependent on others to carry through various assignments and activities.

Also, these children have never taken or initiated responsibility for themselves. Another study by Feather and Simon (1973) found that a fear of possible success among students directly related to how organized students learn to become. A group of students were not responsive to keeping track of time planning or organizing their work because they were so sure that they were going to fail. Many students who were enrolled in the E.H. programs have a history of failure rather than a record of success. It was found that increasing the number of successes for these students was a key to changing their attitudes about learning new skills.

Zimmerman and Pons (1986) interviewed 40 10th grade students from a high achievement track as well as 40 pupils from a low achievement track. The interviews related to the quality of self-regulated learning during class, homework and study. Fourteen categories of self-regulation techniques were identified from student answers. It was found that the high achieving students displayed significantly greater use of 13 categories than did the lower achieving students. Schunk (1984) found that self-efficacy and achievement behavior was not as prevalent in students enrolled in special classes when compared to those pupils whose academic day consisted of full time regular classes.

A study completed by Newfield and McElyea (1983) looked at the differences in achievement between students who completed all of their homework and those who did not. The students' performance was identified by overall grades. Comparisons were made between sophomore and seniors. The results showed a consistent pattern where homework productivity leads to improved achievement and attitude for students in regular and remedial classes. This study indicated, however, that data were inconsistent in proving that remedial group placement leads to poor self-concept or attitude towards school.

Self concept seems to affect students who have trouble organizing time and work and students whose grades are lowered because of poor homework performance. Marsh (1987) found that academic self concept was directly affected by how well the students performed in school. Those who did no homework retained a negative attitude about school, while those who had poor organizational skills felt more frustration related to their educational success or failure. Self concept has also been found to contribute reasons for failure to complete homework. This same study found that students who feel they do not understand the concept being taught are more likely to not complete exercises at home because they felt they will not do well enough to earn a respectable grade. These same students

appeared to have a poor self concept outside of school as well.

Research and information regarding identification of the problem were not as available as solution strategies. This finding supported the contention that this topic had been insufficiently developed or researched over the years. It is possible, therefore, that insufficent data have been completed identifying reasons why students have not developed or integrated appropriate strategies for learning how to organize materials in a proper manner.

Solutions only work when the reasons for poor performance are established. Some strategies may be more effective with students who exhibit a lack of skills in a specific area. In other words, solutions must parallel the problem so that the students' training and remediation can be most successful. It is important to determine the reasons why students have not mastered a skill. From this point, the proper solution strategy can be developed.

Chapter III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The objective of this study was to increase the time management skills and increase the organizaation of notebooks for students who were enrolled in the program for the Emotionally Handicapped. These students were to improve their academic performance in all classes. The second purpose of this study was to increase the homework productivity of regular English students so that they were motivated to improve academic ability.

Behavioral Objectives

The following goals were projected for this practicum in relation to the E.H. population:

1. At the end of the implementation period, the students will identify a specific time period needed to complete a given assignment.

2. The students will modify their weekly time charts

to indicate that they have gained the ability to allocate appropriate amounts of time necessary to complete a given task for activities both at home and at school.

3. The students will increase their numerical grades on their notebooks by a minimum of 15 points.

4. The students will write a paragraph in a diary self-evaluating their progress related to time management and organization during that week.

The following goals were projected for the regular English students in this practicum:

1. By the end of the implementation period, the students will increase the percentage of homework assignments completed on a weekly basis to a minimum of 80%.

2. By the end of the implementation period, the students will increase their homework grade average in English a minimum of five points.

3. By the end of the implementation period, 85% of

the students will complete all homework assignments.

Measurement of Objectives

A survey (see Appendix A) was created to see how strong the E.H. students attitudes were to improving their organizational skills. This instrument was developed to assess their needs and interest in this area. Without their interest, this practicum would have been more difficult to implement.

Teacher identification that a problem existed in their classroom was also necessary so that specific objectives could be created which would address the areas that these other instructors felt were important. Therefore, a survey (see Appendix B) was developed so that a relationship between organizational skills and content area classes could be identified.

Parental attitudes in the success of this study were an important component of the planning stage. A survey (see Appendix C) was devised so that parental interest in this program could be effectively gauged.

A fourth instrument (see Appendix D) was developed to identify reasons for poor homework productivity among the regular English students. Since no complete or detailed studies had been completed to identify why some students do not do homework, this survey was made so that

the students' attitudes could be measured and a clearer understanding of the problem could be identified. Finally, a record sheet of phone calls to parents had been in use for several years (see Appendix E). Reviewing the reasons for calls to parents were tabulated to assist in identifying how often parents had been contacted regarding the low homework productivity of their children. Upon implementation, several techniques were used to assist in identifying and analyzing the changes observed. Students completed time charts indicating how well they met their objectives. Regular teachers were asked to report, in narrative form, the quality of the E.H. students' notebooks on a weekly basis. Also, a chart was kept in the E.H. classroom which monitored progress observed and reported. Parents signed the students' time chart at home indicating the amount of success this program had following the school day. It was important that the students did not feel pressured that success or failure of this practicum affected their grades, so tracking was done through objective narration from teachers, parents and students. The assignments given to the regular English children were kept in a separate folder. Each student tracked the percentage of completed homework prior to the implementation of this project. On a weekly basis, the assignments given were tabulated, a percentage figured and

a comparison made between the implementation point and each week's average. A percentage of weekly change was kept for comparative analysis.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

A plethora of research related to solution strategies is available for organization and homework. Much study has also been completed related to motivation and academic success. Based on this information, strategies for the success of this practicum were developed.

Baer (1987) found that two frameworks, gathering and sharing, helped connect the classroom to the outside world and assisted students in becoming responsible for their own learning. The experiment was conducted on an eighth grade English class. Students developed a type of homework line support system with their peers so that they could help each other complete various assignments without any conceptual difficulty. The students were allowed to select peers from other classes taught by the same teacher. Although this particular strategy was indicated as successful, it would be limited in this project because of the fact that the author only teaches one class of regular students.

Thompson (1987) identified five areas which could be

used to motivate students to do more homework. Using an incentive program is among the choices. Through the use of incentives, Thompson found that students were less apt to look at homework as a chore and more inclined to see homework as a sense of responsibility. Movies, free time outdoors, and food were among the items used. Also, allowing students to earn a "free" ticket for completing a designated amount of homework was the most interesting incentive offered.

Students are told that if they complete five assignments, they will be entitled to miss one assignment without loss of points. Students also have the option to keep their coupons and exchange one for three free assignments after completing twelve. Students began to feel that there was more than just a grade reward for homework. They now had to take responsibility for decision making and schoolwork. This particular incentive was utilized in this project.

Thompson also stated that students motivating other students was an excellent way to increase homework production. Breaking the class into groups of two gave the students a mentor or support system . This, however, could possibly turn into a popularity contest and some students may not feel as accepted by their partners as readily as others. Grossnickle and Thiel (1988) found that

motivational activities must be geared toward success rather than failure. Effective planning and implementation are both integral components needed for success. Entwistle (1988) stated that motivation must change the fear of failure in students. Many programs do not identify paths to success, thereby reinforcing failures.

Robbins and Rogers (1975) found that students who are given more than one night to turn in an assignment were more likely to complete assignments. Students become burdened if homework is assigned too often. They begin to feel frustrated not because they are unable to do the work, but because they are overwhelmed with the quantity. Group contingency models have also been used successfully. Pinsker,et al. (1985) identified that ninth grade becomes a time when children are forced to accept added responsibility, more difficult classes, increased social opportunities and credits which will, for the first time, count towards graduation and college admission. A study was done with 29 children who had a history of poor grade performance, sometimes, based on a poor homework product. The rule relating to homework stated that it must be turned in even if it was late. If the entire class completed all homework no more than 3 days behind schedule, the entire class was rewarded. If one student failed to complete an assignment, the entire class was deprived of the reward for

that week. After a brief time, peer pressure evolved as the strongest motivator in this program. As the students began to see the benefits of rewards, pressure to complete homework was put upon those students who were less likely to contribute to the class's overall success.
An increase of 25% was documented within three weeks, however, several fights in the classroom occurred because some students had difficulty handling the peer response appropriately. This model was effective for this practicum as long as students were able to positively respond to the needs of their peers. Incorporating this with peer support was a useful way to bring around a desired result.

Self-recording, such as using a time chart, has a positive effect upon improving time management techniques. Blick and Test (1987) found that self-monitoring made the students more interested in success. Although this study only tested a limited number of students, it was found to be successful. Students were eager to make adjustments on their own and they were willing to self-record errors. Students would select the method best to correct their mistakes. This activity was included in this project, since self-motivation is a key to allowing students to gain independence while learning a new skill.

Although a study completed by Haynes and Johnson (1983) dealt with students who were academically slower,

the results showed that student and teacher expectancy efforts on performance had to be similar to increase the chances of success. When teachers and students developed expectancy efforts together, both parties were clearly more able to keep track of the progress being made in the study. Academic achievement among this group of students rose markedly when levels for improvement were agreed upon concurrently by the teacher and pupil.

Noren (1987) found that a relationship of goals to strategies reinforces program success. This program dealt more directly with study skills, but does reinforce the fact the expectancy levels must be aligned with strategies in planning a program implementation.

Fewell (1984) developed motivational techniques useful to incorporate learning with ESE students. One of the techniques discussed mentions approaches teachers should take in explaining goals and objectives to students in special classes. Rather than using a technical vocabulary, it was found that it is important to analyze each task in a non-threatening manner so that the students understand the instructors expectations and feel that success is possible.

Homework can make a difference in student achievement. Foyle and Bailey (1985) examined 131 tenth-grade students. A high correlation existed between students who completed homework and scored high on achievement tests. It was

found, however, that the type of homework completed, such as preparation assignments or practice activities , did not make a difference on these test results. Cohn (1974) found that parent support is important to correct weaknesses in organizational skills. Parents must determine the extent of the problem and identify ways to handle the situation effectively at home. Part of this practicum incorporated this technique since parents listed and discussed concerns relevant to their children's school program.

Several of the techniques discussed in the literature were implemented as strategies to use in this project. Through a combination of several methodologies, the possibility of success was increased.

Description of Selected Solution

A twelve week calendar provided a framework for the implementation phase of this practicum (see Appendix I). This plan indicated what steps would be necessary to achieve success for this program. These steps were modified as needed during implementation as success of the objectives

was tracked and monitored on a weekly level.

The monitoring of student success was one of the most important aspects of this project. Adaptation to changes in the school schedule were made as warranted.

Report of Action Taken

The practicum was developed to increase skills on a weekly basis. Therefore, activities were manipulated and increased on that basis. It was important that the students experienced success early so that their continued motivation and interest would increase on a regular basis. The activities for the E.H. students were to include an introduction and plan. Classroom teachers were contacted so they could assist in identifying specific areas that each student needed to remediate. From this information, student and teacher identified specific individual goals and a time frame for meeting these objectives.

Many teachers indicated that E.H. students were not passing that particular class because their notebooks were disorganized. Notebooks were a large part of the quarterly evaluation. When this project began, students were unable to locate study materials, completed work, assignment

sheets and various teacher-made handouts. Students would either lose or misplace these papers. In some cases, notebooks were so disorganized that papers were crumpled, folded or torn. One student's notebook was ripped because an innumerable amount of paper had been shoved between the binders.

Students were asked to purchase folders for each course they were enrolled in, including the E.H. course. They were directed to place a supply of paper in the front pocket of their folder. They were also instructed to create dividers for homework, class notes, teacher handouts and graded assignments. These folders were reviewed weekly to be certain that materials were being placed in the proper section of the folder. Teachers were asked to report what materials had been distributed in class and where these papers should be properly placed.

Reviewing daily progress was included as part of this practicum. Students were to complete their time charts daily and review them with the teacher each morning. The students were required to prepare their time chart for the following week the Friday before. It was important to be certain that students were completing their specific activities accurately and timely each week. They were allowed to make changes as needed, but the amount of changes were to decrease as the practicum continued.

The E.H. students kept a weekly log relating their affective reactions to the program. This log was kept so that the students could express and notice what changes they were noticing in their progress.

Other classroom teachers reported how the E.H. students' grades improved weekly. This information was integral in checking the individual goals and objectives. This information was to be used for interpreting and evaluating data at the termination of this practicum.

The regular English students were assigned homework on a weekly basis. The work was to be assigned on Monday and would be due on Friday. The amount of assignments were increased on a weekly basis. Students were informed that they would be allowed to select a group activity for Fridays when 100% of the students completed the weekly assignments.

Free homework assignment coupons were made for those students who did complete all the work during that week. Students who did earn these rewards were entitled to free assignments the week after. These coupons were to be distributed the Monday of the following week and could be used anytime thereafter. Coupons could be used either all at once or individually during the life of this study. Records were kept showing how many assignments were completed weekly and how many coupons were distributed in exchange for completed work.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Results

During the period of implementation, many positive changes were observed. The results and observations for the E.H. population and the regular group are addressed separately in this section. The following discussion of the results relates to the Emotionally Handicapped students and their involvement in organizational skills.

Students consistently adjusted their time schedules so that they were able to determine how much time was needed to complete specific tasks and assignments at home. Prior to the implementation period, students were unable to properly gauge their time to effectively accomplish their goals for a specific day. As the implementation began, students reported that they were able to successfully identify a segment of time, engage in their task and complete it expeditiously and properly. These students further realized that they could accomplish more in one hour than they had previously ever attempted. Table 1 shows the percentage of time utilized for school work completed

TABLE 1

PERCENTAGE OF TIME SCHOOL WORK WAS COMPLETED AFTER SCHOOL AND WEEKENDS EACH WEEK DURING IMPLEMENTATION

Week	Percentage
1	18
2	23
3	28
4	36
5	51
6	57
7	68
8	81
9	86
10	86
11	87
12	89

TABLE 2

AVERAGE PERCENTAGE OF HOMEWORK ASSIGNMENTS SATISFACTORILY COMPLETED AS JUDGED BY CLASSROOM TEACHERS

Week	Percentage
1	17
2	19
3	22
4	29
5	40
6	46
7	61
8	69
9	77
10	84
11	89
12	93

at home. Although the data have been extrapolated from the students' diaries and time charts the table shows the effectiveness in which this particular objective was satisfactorily met.

Teachers reported a significant improvement in the quantity and quality of assignments completed. Table 2 lists the average percentage of assignments deemed acceptable as reported by teachers in other classes. The percentages listed show the continual improvement of the students on a weekly basis. The final grade, in many cases improved an average of ten to fifteen points, while other class averages increased three to eight points. However, in no case, did any students grades decrease of did any average improve less than three points. Students had achieved success early.

Other teachers were slower in reporting the results of how well students were organizing their class notebooks. At first, teachers were not responding to this request in a timely manner; however, once the requests were made consistently, the teachers were more willing to cooperate. The data collected showed that significant improvement in folder organization was slow, but consistent. Table 3 indicates the number of times students complied and had organized their folders in exact order for each class. These results were gathered weekly. Notebooks were a

TABLE 3

ACTUAL NUMBER OF TIMES STUDENTS' FOLDERS WERE IN PERFECT ORDER

Week	Number
1	7
2	11
3	12
4	14
5	17
6	17
7	17
8	21
9	23
10	24
11	25
12	26

NOTE: Four students were enrolled in the E.H. class. Each student was enrolled for seven classes per day. Therefore, the highest possible number of times students could have had folders in order would be 28.

TABLE 4

AVERAGE NOTEBOOK GRADE
(Based on 100%)

Week	Grade
1	36%
2	48%
3	51%
4	52%
5	59%
6	77%
7	89%
8	93%
9	94%
10	94%
11	96%
12	96%

significant part of the students overall grade. Table 4 shows the average notebook grade for each student on a weekly basis. There appears to be a high correlation between notebook organization and test results. Table 4 also shows the improvement in average weekly test scores for each student. The students' diaries indicated that they found studying for tests easier once they could locate materials quickly and easily. Organization does, therefore positively affect the work habits and academic success of students.

The diaries each student completed were, at first, more cognitive in reporting reactions to this project. Students would matter-of factly state, in a few sparse sentences, their reaction to the various assignments. However, by the mid-point of implementation, the writings began to deal with more affective issues. The students began to show how this project was manipulating their feelings about school and how much they felt they had gained from this project.

Comments relating to time management indicated that the students were surprised how easy things were if they allocated specific periods for each task they needed to complete. Some students were shocked at how significantly their grades had improved. Although one student did not express a feeling that his improvement was directly related to this project, the three remaining class members stated

how much of an impact this practicum had on their overall attitude towards their lives in general. It is necessary to note that these students were able to connect these new skills to their home and school life in such a positive manner. It can be stated that the success of this practicum related to the motivation and desire of the students in achieving success in their individual school programs.

Parents reported that their children were completing homework and that they were going to bed earlier. Also, some parents noted that their children were finishing chores around the house more expeditiously and accurately. Less complaints about home responsibilities were mentioned by the parents as a noticeable change on the part of their children. Also, at the mid-quarter of the final grading period, parents reported that teachers mentioned that their child had completed more homework than in previous grading periods and that students were more aware of how to locate class materials in a timely and orderly manner.

An important component of the success level for this particular group of children relates directly to the high average I.Q. score this group possesses. As mentioned earlier, the average score based on the WISC-R was 139. Although most E.H. students may have above average I.Q. scores this particular group was unusually high functioning. The success of this program may be directly related to the

high functioning level of this particular group. The initiative and intellectual level may have affected the motivational behavior of this group. Therefore, it is important to caution the reader that adaptation of this practicum for varying E.H. classes may be warranted for it's success . Because there is a vast difference in the reasons students are placed in E.H. classes, adapting this program to the needs of the group involved would be an important component in it's success.

Students enrolled in the regular English class also showed significant improvement in overall performance. While the specific objectives stated that these students were to complete a minimum of 80% of their homework assignments by the end of the implementation period, it is important to note that this level was achieved after week four and that improvement after that period continued, but at a slower pace. The students who still did not complete their homework in a timely manner were the same ones who were either minimally passing or failing the course consistently during the academic year.

Students were responsive to the reward system utilized in this study. They were eager to receive their free assignment coupons and quickly used them on a regular basis. Table 5 lists the percentage of assignments satisfactorily completed on a weekly basis. Table 6 lists

TABLE 5

PERCENTAGE OF ASSIGNMENTS COMPLETED SATISFACTORILY

Week	Percentage
1	61%
2	64%
3	69%
4	72%
5	80%
6	84%
7	83%
8	82%
9	83%
10	82%
11	83%
12	83%

TABLE 6

NUMBER AND PERCENTAGE OF STUDENTS COMPLETING ASSIGNMENTS

(N=31)

Week	Number	Percentage
1	21	68
2	22	71
3	23	75
4	23	75
5	23	75
6	25	81
7	27	86
8	27	87
9	26	84
10	27	88
11	28	90
12	27	88

the percentage of students completing all the assignments on a weekly basis. It is interesting to note how the percentage of assignments completed increased at nearly the same rate as students who completed all the assignments. Unfortunately, there was never a full 100% participation at any time in this program, so the movie reward component of this project was not implemented. It was apparent that students were more interested in their personal success than in overall group participation. The amount of assignments given on a weekly basis followed the weekly plan and did not require any modification.

Since this particular class was almost evenly divided between males and females, a breakdown of percentage of assignments completed by sex was made. Table 7 shows that the results increased equally between males and females. Although some studies indicate that females at this age perform higher, this activity showed improvement equally accomplished.

The three students who did not keep pace with the rest of the class were spoken to separately. These three young people are also enrolled in a drop-out prevention program within the school. After checking with the teacher of the drop-out program, it was determined that these three students were planning on leaving school at the end of the academic year. Also, it was determined that they were

TABLE 7

NUMBER OF MALES/FEMALES COMPLETING ASSIGNMENTS
(Females = 15) Males = 14)

Week	Females	Males
1	9	6
2	9	5
3	10	4
4	11	9
5	8	9
6	7	9
7	9	9
8	9	10
9	11	11
10	14	11
11	12	11
12	12	11

NOTE: There were two weeks when one female was absent for every day because of illness. Also, during one consecutive week, one male had been suspended from school.

failing all classes and had little or no productivity in their other classes.

The average homework grade of the students increased an average of 17 points over the life of this study. This increase was significantly above the projected average of five points. Most students' final average for the course increased a minimum of seven points.

A follow-up activity was planned at the mid-point and conclusion of this project. A test which addressed the skills specifically covered in the homework assignments was devised. The scores on the mid-term test showed that 89% of the students scored in the 80-100% range, 8% scored in the 65-79% range and that 3% scored 64% and below.

The test at the end of this project showed similar results. The percentage of students who scored between 80 and 100% was 90%, while 7% scored between 65-79%. The remaining 3% did not pass this test. It is hoped that this project significantly reinforced learning and the skills being taught during implementation.

Conclusions

The objectives of this project were satisfactorily met. In fact, the students in both segments of this study

far surpassed original expectations. It therefore can be stated that the students involved gained positive new strategies to add to their academic environments.

The E.H. population was small. This particular group included four students who were placed in this class because of poor social and organizational skills. Since this particular exceptionality covers a broad spectrum of behavioral and affective components, it is necessary to note that this project may not have as much success on students who have varied and specific behavior and motivational problems. For another E.H. population, a different approach may work more effectively because of the high functioning level of this population.

The students in the regular English class were responsive to this program. Although this population was larger in number than the E.H. class, it was more homogenous in content. Since the study only focused on one regular class, the strategies in this study would be more readily successful if attempted with a larger population of the same type. In other words, this project reached a limited number of students enrolled in the regular level classroom and should be implemented with a larger group.

Regular students were eager to engage in reward activities. Tangible or concrete rewards, such as coupons, create a higher positive response than do grades alone.

Although a grade does offer rewards in some cases, additional motivational activities were useful in changing the behavior and attitude in regard to improving homework productivity.

The strategies utilized in this practicum worked successfully for the writer. However, teachers at lower grade levels would need to be careful to manage the rewards so that the students would actualize their successes. Supporting the program is tantamount to its success. It is the responsibility of the implementor to feel secure in the plan utilized and to be sure that objectivity and fairness are given top consideration.

Recommendations

There are a number of recommendations necessary for future implementation. These include:

1. When collecting data related to the regular English students, consolidate paper work so that keeping track of data does not take too much time. Keeping data in grade book allows the implementor to track individual successes as well as

monitoring the amount of coupons being distributed to students earning them.

2. Modify requirement for 100% group participation when receiving reward, such as weekly movie. It would be more useful to start at a lower percentage requirement and increase it weekly. This way, peer pressure will be utilized more effectively.

3. Rather than send forms to the teachers of the E.H. students, informally ask them to place samples of handouts in mailbox or verbally ask for these sheets.

4. Modify the E.H. component for each class. Since the exceptionality is so broadly defined, be ready to modify program to needs of the students.

Dissemination

Teachers were informed that this study was going to take place. Those who expressed an interest in the progress of either group were kept informed both formally and informally. The data were compiled and distributed to those teachers requesting it and a general summary was given to every teacher in the school. Dissemination of this project was to be given at an inservice, however, because the final week of implementation occurred at the end of the academic year, this was not possible at this time. However, a review of the plan and results were presented to the exceptional student education department at the final meeting of the department for the year.

A program like this is needed in most schools. Therefore, acquainting teachers in other schools about the success of this practicum is planned. Inservices detailing the methodology of this study remain a strong possibility for the future.

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APPENDIX A

TIME BUDGET SURVEY

Appendix A

Time Budget Survey

Please take a minute to read each statement below. Identify how strongly you feel about each item.

	Yes	No
1. I feel like I have plenty of time to do my homework and chores every day.		
2. I get enough sleep at night because I begin completing my homework early in the evening.		
3. I make a daily study plan.		
4. When I do homework, I take a break of no more than 10 minutes every hour.		
5. I have enough time every night to prepare for a test a few days away.		
6. I don't allow my study time to be interruptedby my favorite television program.		
7. My time at home can be spent more effectively.		
8. I would like to arrange a schedule so that I could improve the quality of my school work and manage my free time more effectively.		
9. I would be able to keep a time schedule.		
10. I easily can locate my assignments in my notebook.		
11. I consider my notebook to be in order and neat.		
12. When my teacher gives me a handout, I put it in a place where I can easily find it.		
13. I get a grade of "C" or higher on my notebook.		
14. I frequently lose assignment sheets and don't complete my homework.		
15. I could organize my papers more effectively.		
16. If I learned a plan to organize my notebook, I could utilize it effectively.		
17. Improving my organizational skills is an important skill I think about often.		
18. I think about organizing my materials.		

APPENDIX B

TEACHER SURVEY

Appendix B

Teacher Survey

Please answer each question below and return by the end of the week. Thanks for your time.

	Yes	No
1. Students' notebooks make up a percentage of their quarterly grade.		
2. Most of the students organize their notebooks appropriately.		
3. (Name of E.H. student) organizes his notebook as accurately as the other students.		
4. (Name of E.H. student) frequently asks for a double copy of an assignment sheet or handout which has been lost.		
5. (Name of E.H. student) does not turn in assignments on time because the student loses the sheets detailing the assignment and when it is due.		
6. Organizational skills would be a benefit to (name of E.h. student).		
7. Organizational skills would improve the quality of (name of E.H. student) academic performance.		
8. Many of the test questions come from information from the handouts and notes.		
9. Improving notebook organization would increase the performance level of (name of E.H. student) by one full letter grade.		
10. Organizational skills are important not only in school but at home as well.		

APPENDIX C

PARENT SURVEY

Appendix C

Parent Survey

Dear Parent,

Pleaae take a moment and briefly answer each of the questions below. The Social/Personal class your child is enrolled in will be working towards improving and increasing time management and organizational skills. Your contribution to this unit will positively impact the success of it. Thank you.

1. When your child comes home from school, what is the first thing he does?

2. Does your child begin his homework at a reasonable hour or does he wait until right before bedtime?

3. Do you feel your child budgets his time at home effectively? Why or why not?

4. Does your child organize his weekend hours sufficiently so that the time includes free time and and study time?

5. Is your child's room organized in an orderly manner?

6. Do you feel organizational skills are an important skill your child could learn?

7. Would you be willing to support your child at home in organizing a time chart so that specific blocks of time can be given to various home and school activities?

8. Would you agree to assisting the teacher with informationn regarding how well your child is doing with his time plan?

9. Are you able to devote a few minutes each week to write down your observations of your child's progress in this area?

APPENDIX D

WHY I DON'T LIKE HOMEWORK

Appendix D

Why I Don't Like Homework!!!

Please answer each question below.

1. Please list each subject you are taking and indicate about how much homework you are being assigned in that course EACH DAY.

2. Of the total assignments given, how many are you completing on time?

3. Do you HONESTLY feel that homework has some value in the learning process? Why or why not?

4. Why do you not complete some homework assignments?

5. How do you decide which assignments you wish to complete?

6. If you completed a given number of assignments and were given the opportunity to be excused from several others, would you be willing to complete more homework?

7. If you were given more time to complete an assignment (assigned Monday, due Thursday or Friday) would you be more apt to finish the work?

8. What is your greatest complaint about homework.

9. If you were a teacher how would you REALISTICALLY assign homework to your students?

10. How much weight should homework have on your quarterly grade?

APPENDIX E

RECORD OF PHONE CALLS TO PARENTS

Appendix E

Record of Phone Calls to Parents

Student **Phone**

Date	Reason for Call	Results

APPENDIX F

HOW DO YOU RATE IN USING YOUR TIME EFFECTIVELY?

Appendix F

How Do You Rate in Using Your Time Effectively?

This survey is not a test. It has no score and will not be graded. Discover how well you utilize your time at home.

BEFORE I DO MY HOMEWORK, I:

	Always	Sometimes	Never
1. make sure I have enough time to do the job right.			
2. locate my assignment sheet for instructions.			
3. make sure I will complete my work and get to bed at a reasonable hour.			
4. keep track of how long each assignment takes me,			

WHEN DOING MY HOMEWORK, I:

	Always	Sometimes	Never
1. locate all the materials I need.			
2. take short breaks and get right back to my work.			
3. start my assignments and stay on task.			
4. plan to complete my assignments on time.			
5. allow enough time to review for a test that is still a few days away.			
6. stop and watch my favorite television program and go right back to my work after the show is over.			
7. plan on having some time when I am done with my work for myself.			

APPENDIX G

ON ASSIGNMENT

Appendix G

ON ASSIGNMENT

In class:

I have written down the assignment and the due date.

I have placed the information in a section of my notebook where I can easily find it.

I organize the materials I will need to take home with me so I will be able to complete the work.

I have an approximate idea of how long the assignment will take to complete.

I will remember to allocate enough time to complete the assignment.

At home:

I have brought all the materials I need to successfully complete the work.

I easily located the assignment in my notebook.

I allocated the right amount of time to complete work properly and accurately.

I have allowed myself enough time to spend doing some of the things I want to.

I will get enough sleep because all my homework has been completed early enough.

APPENDIX H

AFTER-SCHOOL TIME CHART

Appendix H

AFTER-SCHOOL TIME CHART

	Monday	Tuesday	Wednesday	Thursday	Friday
3:30					
4:00					
4:30					
5:00					
5:30					
6:00					
6:30					
7:00					
7:30					
8:00					
8:30					
9:00					
9:30					
10:00					
10:30					

Weekend Time-Chart

	Saturday	Sunday
9:00		
10:00		
11:00		
12:00		
1:00		
2:00		
3:00		
4:00		
5:00		
6:00		
7:00		
8:00		
9:00		
10:00		

APPENDIX I

WEEKLY CALENDAR PLAN

Week 1: -Files for this project will be developed for each student.
-Distribute Pre-Survey to E.H. students.
-Discuss survey and have students complete it (Appendix F).
-Distribute ON ASSIGNMENT checklist to E.H. and regular English students (Appendix G). Review sheet. Identify to students that this will be a checklist to self-monitor their progress.
-Inform the teachers of the E.H. students that program implementation for improved organization is going to begin. Request that teachers complete a brief narrative describing materials which should be incorporated in the various notebooks.
-Request parents of E.H. students to purchase new notebooks for each subject their child is taking in school.
-Students in the E.H. class will discuss with the teacher their individual goals they hope to meet during this project. Final goals will be arrived upon by mutual consent.
-By Friday, students will bring their new notebooks to class. Check will be made to be certain that paper is in each folder and that each one has been labeled with the student's name

-By Friday, the regular English students will have selected a peer for support in case any student has a problem remembering what assignment to do.
-A list of movies the class may select will be printed so that the students may select their first contingency reward.
-Students will understand the policy of free assignment coupons for completing work. Coupons will be ready for student perusal by Friday.
-E.H. students will be given information about managing their time at home and at school.

Week 2: -Parents of the E.H. students will be informed that time charts for home will be distributed Monday. Parents will be requested to assist their child in completing chart, which should be returned to school no later than Wednesday.
-Students will know that time chart is to be brought to school daily and adjusted as needed with assistance from the teacher.
-Notebook checks will be made Monday. A review of time sequencing will be made and students

will begin organizing materials that day.
-Each day beginning Tuesday, time will be allocated in E.H. class to discuss problems may be encountering with their notebooks and time charts. Adjustments will be made with teacher assistance.
-Three homework assignments will be given on Monday to the regular English students. The due date for these assignments will be Thursday before the end of the school day.
-Students will be reminded that 100% response is needed to secure a movie for the end of the week. Students will be reminded that 5 assignments generates 1 free assignment coupon and that 12 assignments completed will generate 3 free assignment coupons.
-Completed assignments will be recorded in class record before class Friday.
-The percentage of homework completed will be recorded and announced to students.
-E.H. students will plan their weekend time charts before the end of class Friday. Charts for this week will be recorded and filed for further reference and comparison.

Week 3: -Students in regular English should complete an average of 60% of their homework
-Chart results and monitor success.
-Students in E.H. will locate 80% of their assignments in their notebooks and will have arranged them in chronological order.
-Chart results and check for success of objectives
-Students in the E.H. group will write a paragraph describing positive changes they have observed in their organizational skills and keep a log of these paragraphs in their E.H. notebooks.
-The regular English group will be given 3 homework assignments Monday which will be due Friday.
-If regular students meet the 100% completion requirement, part two of movie will be shown Friday afternoon.
-Check on peer support groups for possible revisions or students requiring a partner.
-E.H students will review their time charts daily and adjust as needed. Adjustments should be decreasing over amount made last week.
-By Friday, the E.H. students will have prepared their time chart for the weekend and for next week.
-Contact parents to document improvements.

Week 4:
-Regular students will receive free coupons for use during assignments given this week.
-Regular students will be given 3 assignments on Monday and will complete them by Friday.
-On Friday students may submit coupons to count for an assignment.
-On Friday students will select activity for next Monday contingent upon meeting the 100% requirement.
-Observe if peer pressure is being utilized if some students are not completing assignments.
-Contact parents of regular English students if consistent missing assignments are occurring.
-E.H. student timelines should be updated daily with less changes occurring each week.
-E.H. students will complete a paragraph describing one way organizational skills has improved their work or test scores this week.
-Contact other teachers of E.H. students for progress report at the 1/3 point of project.
-Contact all parents by phone for update about schedule at home.
-Students will complete their timelines for the weekend and following week by Friday.
-Monitor E.H. students test results in other classes.

Week 5:
-Assign 3 homework assignments to regular English students.
-Announce to class percentage of students who completed assignments.
-Distribute free assignment tickets to those students who earned them last week.
-Collect tickets students will use for assignments during week.
-Have students select activity they want for end of week if contingency of 100% completion is achieved.
-Check to see what effect peer pressure is having upon project. Document percentage of assignments being completed.
-Check E.H. notebooks for organization against other teachers lists of materials which should be in students notebook.
-Any student who has less than 80% accuracy will be given special assistance with notebook and "pep" talk.
-E.H. students should be making adjustments of

only 20% of time slots on charts.
-E.H. students will write a paragraph evaluating their experience with this project to this point.

Week 6:
-Evaluate objectives at this mid-point of project. Adjust if needed.
-Regular students should be completing 80% of their homework.
-Total percentage of students completing their homework should be 80%.
-Distribute free assignment coupons to those students earning them.
-Identify those students who will be using coupons for assignments due this week.
-Increase assignments due to 4 and assign regular students homework due be Friday.
-Students will select activity based on contingency.
-Announce percentages of success to students.
-Set up conferences with students who are still below the mid-term percentage.
-E.H. students will be organizing their materials with 80% accuracy.
-Students will have properly identified with 80% accuracy time allotment for activities.
-Update time charts. Review weekly improvements for first six weeks.
-Changes will occur on time charts in less than 20% of the time slots.
-E.H. students will write mid-term paragraph indicating changes they feel have been made.
-Students will locate and display 90% of the handouts given to them by other teachers.
-Send mid-term checklists to other teachers of E.H. students.
-Ask E.H. students to change or modify their individual goals and objectives for projects.

Week 7:
-Regular students who have earned free assignment coupons will receive them for week.
-Students will indicate if they will use them for this weeks assignments.
-Students will be given 4 homework assignments which will be due Friday.
-Students will select activity they wish to choose if contingency is met.
-Students will maintain percentages of completed homework and will increase average a minimum of 2%.
-E.H. students will modify their time charts only

-E.H. students will modify their time charts only in 5% of the activities.
-E.H. students will maintain percentages and attempt to increase percentage of times notebooks are organized by a minimum of 2%.
-Students will write a paragraph indicating what areas they want to still improve over the second half of this project.
-Students will complete time line for weekend and next week and be told that only 1 change may be made during the week.
-Informal check with other teachers of the E.H. students to monitor progress.

Week 8: -Monitor achievement of objectives at 2/3 point of project.
-Announce percentage of completed assignments to regular English students.
-Check effects of peer pressure in modifying regular students behavior.
-Distribute free assignment coupons to students who have earned them,
-Identify students who will use coupons for assignments due this week.
-Give 4 homework assignments to regular class which will be due Friday.
-Collect E.H. time lines.
-Allow only one change for week on time line.
-E.H. students will write a paragraph indicating progress since week 6.
-E.H. students will increase percentage of items organized in notebooks by a minimum of 3%.
-E.H. students will write time lines for weekend and next week.
-Contact parents as needed.
-Remind students that project will enter its last 1/4 next week.
-Monitor percentages from Week 3 and Week 6 to verify progress.

Week 9- -Announce to regular English students percentage of homework completed.
-Distribute free assignment coupons to students who have earned them.
-Students will select activity for end of week if contingency of 100% completion is met.
-Chart percentage of completed assignments for last week.
-Assign regular English students 5 assignments

which will be due Friday.
-Identify students who will use coupons for assignments this week.
-E.H. students will have finalized a workable and usable time chart without making any corrections.
-E.H. students will have organized notebooks in all subjects with 90% accuracy.
-Other teachers of the E.H. group will verify that 90% of materials needed for notebook have been included.
-Students will write paragraph stating what goals they would like to achieve in project for last 3 weeks.

Week 10: -Announce and chart percentages of homework completed last week.
-Percentage of assignments completed should be at 85%
-Distribute free assignment coupon awards.
-Identify students who will use coupons for this weeks work.
-Increase homework assignments to 5, due Friday.
-Students will select activity if contingency is met by end of week.
-E.H. students will maintain 90% accuracy with materials included in their notebooks.
-E.H. students will have implemented their time chart from last week again this week with no changes.
-E.H. students will write a paragpraph describing their greatest success in this project so far.
-Other teachers of the E.H. group will list the name of any student who is not maintaining a notebook exhibiting 90% of the materials that should be in respective notebooks.

Week 11: -Announce percentage of homework assignments completed to regular English.
-Percentage of homework completed should be maintained at a minimum of 85%.
-Distribute free assignment coupons to those students who have earned them.
-Assign 5 homework projects due Friday.
-Students will select activity based upon contingency of completed work.
-E.H. students who have maintained 90% accuracy on their organization of their notebooks will terminate involvement in project and will be allowed to function independently for final week.

-E.H. students who have completed objective will assist students who still need to achieve more effective organizational skills.
-Students will finalize their time charts and implement during this week.
-E.H. students will write a paragraph describing how to utilize skills learned in project.

Week 12: -Finalize total percentages for homework completed and percentage of students who have mastered the objective.
-Assign students 5 short paragraphs for homework due Friday. Paragraphs will relate to success in project, describing attitudes, and accomplishments. Include personal feelings relating to self-concept.
-Extend program into future weeks to insure that children have mastered task.
-Send final evaluation to other teachers of the E.H. students indicating how successful individual students were in organizing their materials in a timely and orderly manner.
-E.H. students will write a final paragraph indicating their major accomplishment from this project.
-E.H. students will write a paragraph expressing their personal feelings about project stressing changes in self-concept.
-Total results and compare percentages to objectives as data for final report on project.